


# CORE PATHWAYS

HIGH SCHOOL FOR LAW AND PUBLIC SERVICE

# THEME-BASED ADVISORY

- Year-long 2-credit course for all Freshmen
  - 21<sup>st</sup> century core foundational skills
  - Extension of the goals of the Summer Bridge Program
    - + continues to support students in their transition to high school,
    - + teaches an array of core academic skills related to college and career readiness,
    - + while addressing key organizational and social-emotional skills.
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# STRUCTURE

**6 Marking Periods = 6 Module Themes = 6 Teachers**

- Each marking period students rotate into a new module,
- With a new teacher,
- Focused on a different core theme .

Teachers teach one topic and repeat it with new groups of Freshmen every 6 weeks (each marking period).

This model was developed by our school's ESI team.

# DETERMINING THEMES

Brainstorm:


What are the core skills and concepts we want students to have when they enter high school, but are often lacking?

What are the cross disciplinary skills/concepts we want to teach, but have little time in the regular scope and sequence of a course to fit in?

What key skills/concepts do young adults need to be successful 21<sup>st</sup> century learners and doers?

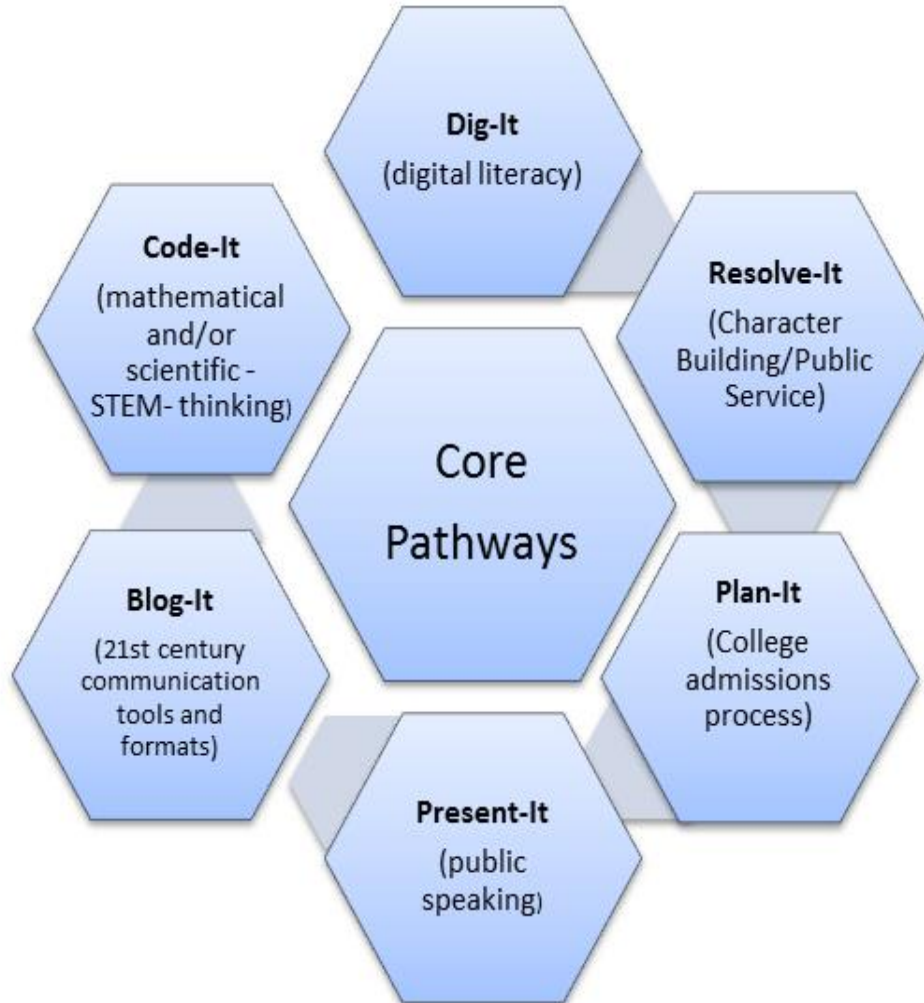
# ESI SUPPORT

## ESI supports this initiative in 3 major ways:

1. Provides time and framework to gather a team to develop and plan a new program and curriculum.
  2. Provides funding for 1 extra teaching period for 1 teacher.
  3. Promotes Culturally Relevant Education and provides professional development around CRE. pedagogy
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# CORE MODULES

Themes were selected by the teaching team and ESI team.



# TECHNOLOGY THEMES

## “Dig-It“

### Digital Literacy:

What young men and women need to know to use your computer and internet safely and productively.

Curriculum based on “Connected Foundations” course

## “Code-It”

### Mathematical and Analytical Thinking Skills

What strong thinkers need to know about how to create, problem solve and innovate.

Curriculum based on BootStrap.org

## “Blog-It”

### Communicating Professionally

What successful people need to know about formal written communications.

Curriculum developed by teacher, supported by “Typing Instructor”



# IDENTITY AND SELF-EXPRESSION THEMES

## “Present-It”

### Public Speaking

What you need to know about standing up and sharing what you have to say.

Curriculum developed by teacher

## “Resolve-It”

### Social/Emotional Learning

What you need to build your character, resolve conflicts big and small, and serve others.

Curriculum developed by teacher

## “Plan-It”

### College Awareness

What high school students need to know about the college going process starting NOW.

Curriculum developed by “College Now”, CUNY.



# TIME TO REFLECT

## CORE LEARNINGS

A portfolio collection of a student's exemplary work, and reflections about key learnings in a module,. i.e.

In this Core Pathway class there are three pieces of work/experiences that demonstrate my learning and mastery. They are:

- 1.
- 2.
- 3.

Please list a few of the core learnings from this core pathway class you wish to remember that will help you succeed in high school (your class can brainstorm together):

- 1.
- 2.
- 3.

## SURVEY

Questions to help us assess student learning and inform curriculum adjustments.  
i.e.

1. There is at least one skill or idea from that class that will benefit me in high school and/or college or careers (circle one):

Yes

No

2. There were some hands-on activities (role playing, creative projects, artifacts/photos, real-world uses, field trips, computer uses, etc.) in my MP 1 Core Pathway class (circle one):

Yes

No

3) MY MP 1 Core Pathway teacher is someone I can talk to about my goals in school or problems I'm having:

Yes

No

# EARLY SUCCESSES

- ✓ **80% of all Freshman are programmed for Core Pathway class – general ed., bilingual, and special needs.** Excluding beginner ESL, self-contained Sp.Ed., and students who live 1.5+ hours away from school.
- ✓ **Approx. 80-85% attendance**
- ✓ **Semester 1 Overall Passing Rate =**
- ✓ **3 Marking Periods = solidifying curriculum** Adjustments, modifications...
- ✓ **“Survey says...”** A majority of students report that they see the relevance of curriculum to personal goals, experience hands-on activities, and connect with their teacher.

# CHALLENGES

- **Maintaining traditional advisory topics such as organizational skills, study skills, time management while focusing on core academic themes.** Where does discussion about these issues fit in?
- **Scheduling issues: rotating students smoothly, sharing MP grades between teachers.** How can programming support the model?
- **Attendance (scheduled for periods 1 and 9)** How to hold students accountable to attendance, how can we keep the curriculum engaging enough to draw students in ?
- **Building a Portfolio of Work - ???** – Perhaps beyond the capacity of a first year initiative?

# SUSTAINABILITY

## How will we maintain this practice after ESI?

- Curriculum has been developed and modified
- School community supports initiative, integrated into school culture
- Programming considerations for future
- Funding support is minimal- 1 teaching period
- Expand 'intentionality' by more fully integrating student portfolio component/ exit presentation.

# CORE PATHWAY TEACHERS

Dig-It – Clemencia Mayo

Code-It – JP Keenan

Blog-It – John Goldfein

Present-It – Courtney Hillesheim

Resolve-It – Marianthe Serelis

Plan-It – Liz Carey

# THANKS TO THE ESI TEAMS

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# Core Pathways

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**ESI** Expanded Success Initiative